

Paul's Letter to the Romans

Activities to help young people explore some key
scriptural concepts.

**A Project Pack for youngster age 10 +
(Upper Juniors and Seniors)**

About this Pack

This pack is intended to inspire teachers to have a go at teaching some of the more accessible parts of Paul's letter to the Romans to 10 plus age group. It is approached mostly through games and practical activities.

Unit 1 should be tackled first as it is an introduction, then units 2-5 can be done in any order you choose.

Resources pages for each unit can be found at the end of that unit. You are free to photocopy any of them. (If this project pack is on our website, www.cssu.org.uk, you could download the page and print straight onto paper or card.)

Several of the activities need preparation, so it is worth reading through well before the session.

If students are asked to make online searches, please ensure they are careful with their searches so they do not discover unsuitable sites.

While children are completing activities, it is an opportunity for the teacher to discuss the topic further.

Quotations are from the NIV unless otherwise stated.

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A Summary of each Unit

Unit 1: Paul and his Letters

Activity 1. Paul is introduced through a game.

Activity 2 uses drama the technique of 'hot-seating'.

Activity 3 is mapping the ecclesias to whom Paul wrote his letters.

The concept of Paul's letter writing is considered using two further activities using quotations.

Activity 4 is making a 'parchment' style letter written by the leader to individual students.

Activity 5. The students can write their own card to a member of their own ecclesia, selecting a quotation from a list taken from the Roman letter.

Unit 2: God's Gift to Us

Five games and a craft to help understand Romans 3:23 and 6:23:

Activity 1. A team game to help students to become familiar with both verses.

Activity 2. Missing the Mark

Activity 3 is called 'Poorly Paul' and is an adaptation of the game 'Beetle'. It teaches how we all need forgiveness. Follow up discussion on sin and its antidote is an option for older students.

Activities 4. Turnaround - to help understand repentance.

Activity 5. Who is to blame

Activity 6 is craft, making a gift basket to teach the concept of grace being God's gift to us.

Unit 3: We are more than conquerors.....

Activity 1. This unit begins by exploring our feelings and emotions, especially our more negative ones and what Paul in Romans has to say in response.

Activity 2. Students can make a poster to illustrate what Romans has to say.

Activity 3. Students can discuss what it means to be a conqueror and consider heroic behaviour in the light of the example set by Jesus. Students can produce individual Identikit Pictures of what they have learned.

Activity 4. Students discuss a poem and act out situations alluded to in it.

Unit 4: 'Don't Let the World Squeeze you into its Mould!'

Activities 1- 4. Through tasting, discussing, acting and reading, students think about how easy it is to be influenced and led by others.

Afterwards students explore how we need to be changed from within in order to be pleasing to God.

Activities 5-9. They learn this through nature, art, sculpture, a game and a 'just for fun' activity.

Unit 5: Let's Praise God Together

In Paul's day, as now, there were many talents, gifts and abilities among ecclesial members.

Activity 1. We explore our own talents through a game.

Activity 2. We read about the talents of 1st century believers in Romans 16.

Activity 3 helps us to explore what we do with our money and by implication our time and talents and gain extra insight by looking at a parable Jesus told in Matthew 25.

Activity 4. Finally, we look at using our talents to work together to achieve more for God. We explore this through discussion and a choice of 4 games, which serve to reinforce the learning.

Unit 1: Paul and his Letters

Activity 1. Find out what the students know about Paul himself with a game called 'Rush Hour'.

Use the 'True/False Statements' from [Unit 1 Resources Page 1](#) for playing, or invent your own. When true statements are called out, players rush from one side of the room to the other or from one side of the tables to the other by crawling under them. When false statements are called out, players should remain still. Anyone who moves when they shouldn't has to sit out or if you prefer, lose a point.

Activity 2. 'Hot-seat' a Leader.

If you have students who are good at thinking up questions and finding out about things, you could try some 'hot-seating' to help them find out about Paul:

Have a helper or yourself dressed up as Paul, perhaps with a toga created from an old sheet, sitting at a table and writing with a quill pen as if writing his letter to the Romans. Have students ask questions in order to find out about the man Paul and some of the things he did and why. Younger children could role play him themselves later, if you provide a few tea towels etc. and feathers for quills! This will give them an additional opportunity to re-visit some of the facts.

Activity 3. Paul's Travels.

Use a map to find out about Paul's travels and the Letters he wrote.

Using a map, such as the one on [Unit 1 Resources Page 2](#) to talk about Paul's travels around the Mediterranean area, how he told all he met about the good news of Jesus and the Kingdom and that afterwards he wanted to keep in touch with the new ecclesias. He often did this by letter, where he encouraged them and answered their questions. The letter to the Romans is one of these. Students could match the names of the ecclesias from the epistles in the New Testament with places on the map, or mark them in from scratch on their own maps from [Resources Page 3](#).

Paul's Letter to the Romans.

The next two activities explore some of the content from Romans. Select themes or phrases according to the interest and ability of your students.

Activity 4. Send a letter to each student as if from Paul. This will act as an introduction to the sort of things Paul wanted to teach and share with the Roman ecclesia.

1. Use tea-stained sheets of paper to create 'antique parchment' effect or rescue packing paper from boxed parcels, smooth out and tear into appropriate lengths.

Unit 1: Paul and his Letters

2. As the letter was likely written from Corinth, head yours up 'Corinth AD 57'. Add a greeting, such as the one Paul used, 'Paul, a servant of Christ Jesus, called to be an apostle and set apart for the gospel of God'.
3. Next, write the name of the student and add something suitable such as found in Romans 1:7, 'To, loved by God and called to be saints'
4. Choose a short phrase or verse from somewhere in the letter to the Romans and write that in. (Some suggestions are given on [Resources Pages 4 and 5.](#))
5. End the letter with the last phrase from Paul's letter, which reads, 'To the only wise God be glory for ever through Jesus Christ! Amen.'
6. Finally, roll up the letter like a parchment and tie with a ribbon or even seal it, if you have some wax and a stamp available.

Afterwards, students can share their messages and talk about the sort of things Paul wrote about.

Activity 5: Write a letter card to someone in the ecclesia.

Hopefully students will have enjoyed the experience of receiving a special message; now they can send one to others in the Ecclesia, sick, elderly or anyone who would be happy to talk about it afterwards with the student.

1. First choose a suitable short phrase or word from Romans, such as the one on the sample below from Romans 5:2. ('Rejoice in the hope of the glory of God')
2. Write this repeatedly in a spiral shape using two or three different coloured felt tips, as shown here:
3. Decorate with stickers or patterns.
4. Write a message inside to the recipient.

Some suggestions for quotations to use are on [Resources Page 5.](#))

The example below uses

Romans 5:2 'Rejoice in the hope of the glory of God' (NIV)

Or you might like to use single words:

'Faith'; 'Grace'; 'Peace'; 'Unity'; 'Glory';



Unit 1: Paul and his Letters - Resources Page 1

True/False Statements for leader to read out one at a time:

Paul was called Saul before he became a Christian – T

Paul was travelling to Jerusalem when he was struck blind by a bright light – F

Paul was converted on the road to Damascus – T

Paul escaped by being catapulted over the wall of Damascus – F

Paul escaped from the Jews in a basket – T

Paul was a Jew – T

Paul preached to both Jews and Gentiles – T

Paul was born in Joppa – F

Paul travelled to many places around the Mediterranean – T

Paul wrote letters to the churches he started – T

Paul was a fisherman – F

Paul wrote to the church in Spain – F

Paul was shipwrecked on the island of Malta – T

Paul was imprisoned in London – F

Paul is called 'The Apostle to the Gentiles' – T

Paul was not a very good speaker – T

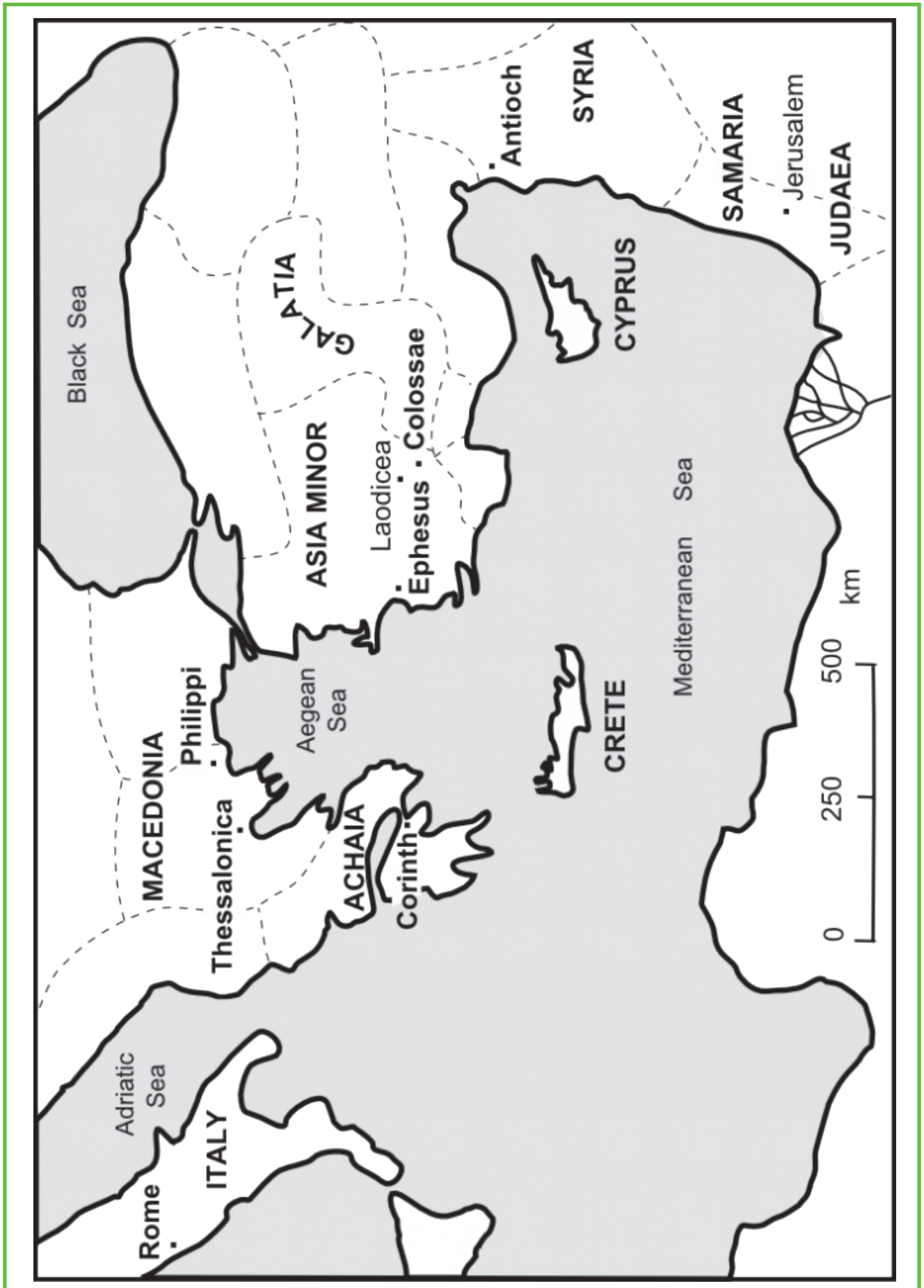
Paul came from a poor family – F

Paul made tents for a living – T

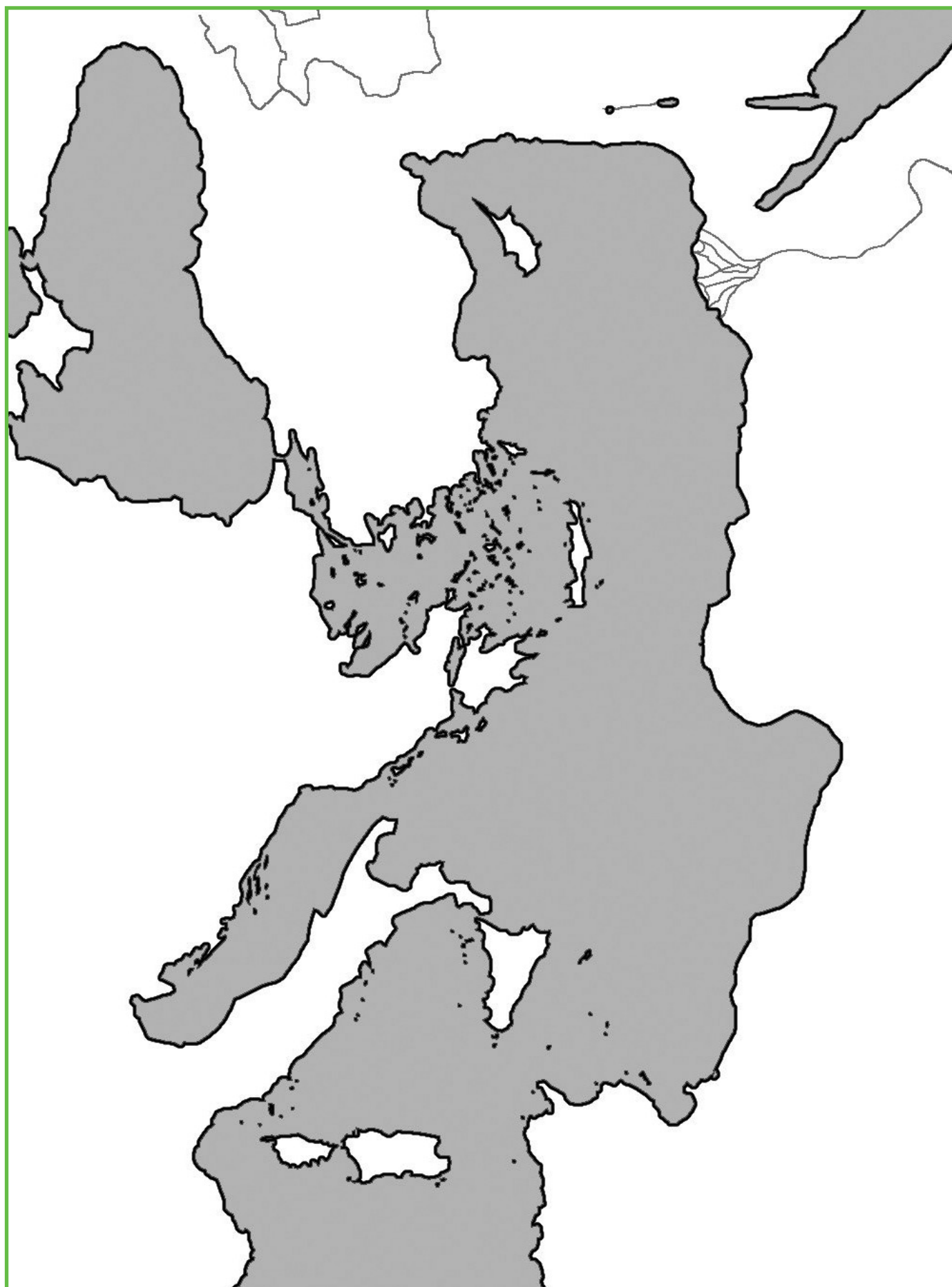
Paul had always wanted to be a Christian – F

Paul had a very good teacher called Gamaliel - T

Unit 1: Paul and his Letters - Resources Page 2



Unit 1: Paul and his Letters - Resources Page 3



Unit 1: Paul and his Letters - Resources Page 4

Some suggestions for messages to write inside the 'parchment rolls' for sending to individual students. These are just a general selection; you may wish to concentrate on a particular section of the book, so select accordingly.

Romans 1:7 *'Grace and peace to you from God our Father and from our Lord Jesus Christ. (JB Phillips)*

Romans 2:6-7 *'There is no doubt at all that God will 'render to every man according to his works', eternal life(or)... anger and wrath.'* (JB Phillips)

Romans 3:23 *'Everyone has sinned, everyone falls short of the beauty of God's plan.'* (JB Phillips)

Romans 4:25 *'Faith is to be reckoned as righteousness to us also, who believe in him who raised from the dead our Lord Jesus Christ, who was delivered to death for our sins and raised again to secure our justification. (JB Phillips)*

Romans 5:2 *'Rejoice in the hope of the glory of God' (NIV)*

Romans 5:19 *'One man's disobedience placed all men under the threat of condemnation, but one man's obedience has the power to present all men righteous before God.'* (JB Phillips)

Romans 6:4 *'We were buried with him through baptism into death in order that, just as Christ was raised from the dead through the glory of the Father, we too may live a new life.'* (NIV)

Romans 7: 15 *'In practice, what happens? My own behaviour baffles me. For I find myself not doing what I really want to do but doing what I really loathe.'* (JB Phillips)

Romans 8:1 *'No condemnation now hangs over the head of those who are "in" Jesus Christ.'* (JB Phillips)

Romans 8:28 *'Moreover we know that to those who love God, who are called according to his plan, everything that happens fits into a pattern for good.'* (JB Phillips)

Romans 8:39 *'Nothing in God's whole world has any power to separate us from the love of God in Jesus Christ our Lord!' (JB Phillips)*

Romans 9:21 *'The potter, for instance, is always assumed to have complete control over the clay, making with one part of the lump a lovely vase, and with another a pipe for sewage. Can we not assume that God has the same control over human clay?' (JB Phillips)*

Romans 10:17 *'Belief you see, can only come from hearing the message, and the message is the word of Christ.'* (JB Phillips)

Unit 1: Paul and his Letters - Resources Page 5

More suggestions for parchment messages.

Romans 11: 25-6 *'Now I don't want you, my brothers, to start imagining things, and I must therefore share with you my knowledge of God's secret plan. It is this, that the partial insensibility which has come to Israel is only to last until the full number of the Gentiles has been called in. Once this has happened, all Israel will be saved (JB Phillips)*

Romans 12:10 *'Let us have real warm affection for one another as between brothers, and a willingness to let the other man have the credit.'* (JB Phillips)

Romans 15:13 *'May the God of hope fill you with all joy and peace in your faith, that by the power of the Holy Spirit, your whole life and outlook may be radiant with hope.'* (JB Phillips)

Romans 15:6 *'Sing from the heart the praises of God the Father of our Lord Jesus Christ.'* (JB Phillips)

Romans 15:33 *'The God of peace be with you all. Amen.'* (JB Phillips)

Romans 16:20 *'May the grace of our Lord Jesus Christ be with you.'* (JB Phillips)

Romans 16:27 *'To the only wise God be glory for ever through Jesus Christ! Amen.'* (JB Phillips)

A few ideas for students to use for their cards: (adapted from the NIV)

- *'Grace and peace to you....'* (Romans 1:7)
- *'Righteousness comes by Faith'* (Romans 4:13)
- *'Rejoice in the hope of the glory of God'* (Romans 5:2)
- *'Christ died for us.'* (Romans 5:8)
- *'The gift of God is eternal life.'* (Romans 6:23)
- *'God works for the good of those who love him.'* (Romans 8:28)
- *'We are more than conquerors.'* (Romans 8:37)
- *'Be transformed by the renewing of your mind.'* (Romans 12:2)
- *'Be joyful in hope'* (Romans 12:12)
- *'Overcome evil with good.'* (Romans 12:21)
- *'Put on the armour of light'* (Romans 13:12)
- *'Glorify God with one heart and mouth.'* (Romans 15:6)
- *'Do what leads to Peace'* (Romans 16:19)
- *'To the only wise God be glory for ever.'* (Romans 16:27)

Unit 2: God's Gift to Us.

This unit is based on two quotations from Romans:

'For all have sinned and fallen short of the glory of God' (Romans 3:23)

'For the wages of sin is death but the gift of God is eternal life in Christ Jesus our Lord.' (Romans 6:23)

Games to help you unpack the verses:

Activity 1. A game to help order the verses.

Write the individual words from both verses on separate pieces of scrap card or paper. Keep in 2 sets. You will need to have the same number of cards for each set so you'll have to write 2 or 3 words on some for the Romans 6 quotation.

Then EITHER:

Make up 2 'pass the parcels' with the words inserted between the layers, out of order. Have one parcel for each team. Play by passing the parcel round the circle but take it in turns to rip off a layer. Then pass quickly round again. There is no need for music, just keep play moving fast. Players should collect and try to order the words.

OR:

Push the words into balloons and then blow them up. Put each set into a plastic bin bag and give one bag to each team. When play begins, balloons should be popped and the words collected and ordered. The winning team will have the verse in correct order. Share the verses and discuss what they mean together.

Activity 2. 'Falling short of the glory of God' or 'missing the mark':

Play some 'target' games to illustrate this point:

You will need:

3 ping pong balls and jam jar; 3 soft tennis balls and bucket; 3 darts and Velcro dartboard or something similar. (or just one of these for one game but less fun!)

Everyone should have a go at all 3 games, perhaps 3 teams in rotation. Set distances for each target. Players get one point for each bullseye.

Did any team score the maximum?
(9x the number of team members!)
Probably no team scored the maximum, so all are 'sinners', as they missed the mark (several times).



Get the students to work out the significance of the game in relation to the scripture verse.



Unit 2: God's Gift to Us

More Games to help you unpack the verses:

Activity 3. Play this game of 'Poorly Paul'

You will need:

A large sheet of paper, thick felt pens, a die and a cup per team of 3 or 4 members.
A 'how to score' diagram, described below:

How to play:

Put the large sheets of paper where everyone can see them. Also put up a drawing of a completed person: a matchstick person with hands (5 short lines) and feet (2 oblongs). Write the values for each body part.

Body	Head	Arms	Legs	Hands	Feet
6	5	4	3	2	1

Put the children into teams, give each a die and cup, a felt pen and a table or floor area space.

Explain they are going to see who can be the first team to complete a drawing of Paul. They must start by throwing a 6 for the body and then progress through the other parts. When a team member throws the right number, he must grab the pen and run to the team paper to draw the relevant body part. Play stops until he re-joins the group. The game ends with the first complete Paul figure.

Teaching:

So only one figure is complete, the others need a few more tries to be made whole. That's like us. We make mistakes, don't do or act the way God would like us to and so we need healing or making whole again. This healing must take place in our minds though. We might need a little more consideration for others or more willingness to do the right thing or

Can the students think of ways in which we might be lacking? What do they think is the first step towards being made whole? Paul was brought up short on the road to Damascus, realising his need to be made whole in Jesus. Weighing ourselves against the fruit of the spirit may help in this consideration: You could even compare the acts of the sinful nature (sexual immorality, impurity of mind, sensuality, worship of false gods, witchcraft, hatred, quarrelling, jealousy, bad temper, rivalry, factions, party-spirit, envy, drunkenness, orgies and things like that) with those of the fruit of the spirit (love, joy, peace, patience, kindness, generosity, fidelity, tolerance and self-control)

If you would like to reinforce this idea further, students could write an illustrated prayer or make a 'resolution card' for themselves as a reminder that we do all need to be aware of our faults and seek help to overcome them. David wrote, *'Wash away all my iniquity and cleanse me from my sin.'* (Psalms 51:2)

Unit 2: God's Gift to Us

More Games to help you unpack the verses:

Activity 4. Turnaround:

You will need: A soft ball (or several to speed up play)

To Play:

A bowler should stand behind a line or on a spot on one side of the room. The rest of the children are the skittles and should arrange themselves at the other side of the room spaced out so they can be hit and facing away from the bowler. The bowler has to bowl the ball to touch a 'skittle' on the legs but has to do it by facing away from the skittles, bending over and rolling the ball between their feet. When a 'skittle' is hit, that child has to turn around, so facing the bowler. Bowling continues until everyone is facing the bowler. If a ball strikes the legs of a player who is already turned round, then he must turn again to face the wall. Any player who is struck anywhere other than the legs must face the wall. Adults or the skittles should return the ball(s) to the bowler, meaning the bowler remains in the bowling spot.

Teaching:

Once the whole group were turned around, the bowler had succeeded. We are turned around by own repentance and baptism. Even after baptism, we still need to turn around when we find ourselves doing/saying/thinking the wrong things and we need to help others to find God, so they can turn their lives around too. Can the children draw these points out of the game with the help of your questions?

Activity 5. Who's to blame?

You will need:

A supply of clothes pegs, 6 per player.

The idea of the game is to get rid of your pegs by pinning one on 6 different players, while you keep moving to avoid being pegged yourself. (adjust according to the number of players you have) Even if you succeed in getting rid of all your pegs, you continue playing by avoiding the other peg hangers. At the end of the time limit, the person with the least pegs on him is the winner.

Teaching:

We don't need to keep shifting the blame onto others. We need to confess to God that we have done wrong and his grace rescues us from blame.

"Come to me all you who are heavily burdened and I will give you rest." Matthew 11:28

Unit 2: God's Gift to Us

About the gift...

Salvation is not earned; it is a gift from God.

Activity 6.

Reinforce this concept by making boxes filled with pot-pourri or anything else you choose to put in them.

You will need:

- plastic canvas *
- decorative cord or knitting yarn
- beads and buttons
- blunt needles with large eyes
- bags of pot-pourri

Preparation:



Cut 6 squares of the canvas per box
Make them equal in size to suit.
eg 10cm x10cm

What to do:

Cut a piece of yarn, about 30 cm long.

Attach it to the corner hole of one square of binca. Lay another binca square on top of the first and, skipping every other hole, stitch the two pieces together along the edge with an 'over and over' (hemming) stitch. Knot it at the end.

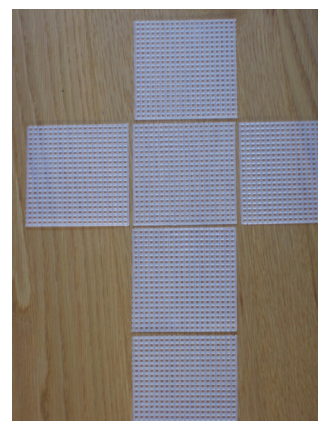
Continue joining squares in a similar manner to make the net shape for a cube, as illustrated.

Join the sides together one by one to make the box shape but leave the top so it will open.

Decorate it with stitching, buttons and beads.

If you position a button in the centre of the front side and tie a small length of wool to the front edge of the lid, you will be able to fix the lid down, once the box is filled.

Put the pot pourri inside and add the verse 'The Gift of God is Eternal Life', written on a piece of card.



Possible Discussion Points:

- How does it feel when we receive a gift for no reason at all?
- What are some things in life that money cannot buy?
- What does God's gift of grace mean for each of us?
- Could we be in the Kingdom without God's grace?
- If we work hard, will we be in the Kingdom?

* At time of printing, plastic canvas can be purchased on line (eg homecrafts direct) or from Hobbycraft (where it is called Dorice Plastic canvas)

Unit 3: We are more than conquerors.....

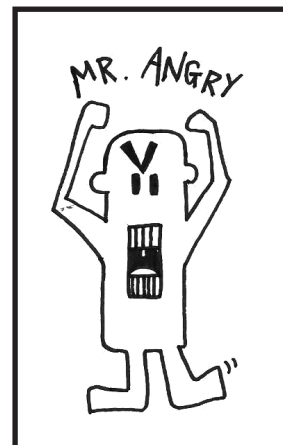
This unit, based on Romans 8:28-39, seeks to explore how even our most difficult problems and feelings cannot separate us from the love that Jesus has for each one of us.

Exploring our Personal Emotions.

Activity 1.

Show the students emotion cartoons such as those on **Unit 3 Resources Page 1**, or something similar. Talk together about different emotions, in particular some of our more negative feelings: worry, anger, fear, jealousy, stubbornness, insecurity, friendship problems, school-work pressures, etc. Get them to write on a strip of paper an emotion that sometimes does, or has troubled them. Staple together everyone's strips so they join to make a paper chain.

Use the chain to wrap round a volunteer to simulate 'imprisonment'. Talk about how our negative feelings and experiences can trap us and make us feel very unhappy.



What does the Bible say? - some discussion points.

How far-reaching is the love God and Jesus have for us?

Read Romans 8:35, 38-39.

What sort of troubles did Paul himself have to deal with?

Read from 2 Corinthians 11:23-29 to find out.

What was his response to all his troubles?

Read 2 Corinthians 12:9-10. He said that God's grace through Jesus was sufficient for him. He said that when he was feeling weak, then Jesus was making him strong.

Can Paul's words help us with the implications that arise from our 'chain' of negative emotions?

Read Romans 8 verse 28 – 'God works for the good of those who love him..' and verse 31, 'If God is for us, who can be against us?' and verse 37, 'We are more than conquerors through him who loved us.'

What is a conqueror?

Read Romans 8:31-34 which explains how Jesus can help us to be conquerors. What difference should this knowledge make to our everyday attitudes? Take ideas.

Activity 2. Making a poster.

Create posters to illustrate Romans 8:31-39, to show nothing can separate us from God's love. There is a poster idea for you to use on **Resources Page 2** but students could design their own. Have them draw or use 'clip art' type images which depict life's problems, exams, no jobs, family breakdown, arguments, illness, depression, peer pressures, etc. or write in clouds, to fill the space between God and self on their poster. Then simply put a neat red cross through each one to show how not even these can separate us from God's love. They could trace a path to God to show the way is always open.

Unit 3: We are more than conquerors.....

What is a Conqueror?

Activity 3.

Ask students or check in a dictionary/online to find something similar to the following:

A Conqueror: *One who conquers. (Concise Oxford)*

To conquer: *To overcome by force (an opponent); by effort of will (habit or passion)*

Some Synonyms for conquer:

defeat, beat, be victorious over, get the better of, bring someone to their knees, overcome, overpower, subdue, crush, get control of, gain mastery over, deal with, rise above, triumph over, prevail over.

Such synonyms suggest that someone with particular skills or ability, an heroic reputation, or special wisdom and insight is one able to conquer something or someone. Such a person could be called a hero.

Jesus said in John 16 verse 33, *'I have overcome the world!'*

Paul tells us in Romans 8 verse 37, *'We are more than conquerors through him who saved us'.*
(NIV)

Could we call Jesus a hero? Do we have to be heroes in order to be conquerors as Paul suggests we can be?

On **Unit 3 Resources Page 3** are two lists. One is headed, 'Seven Reasons why we love a Good Hero' and the other, 'Six Recommendations for Budding Heroes'.

Use these lists as a basis for a discussion about what sort of people we need to be if we are indeed to be 'more than conquerors'.

You could print the lists on card, cut them up and give sets to pairs of students to put in an order of importance, according to their own views. eg From the Six Traits, one pair may regard learning compassion is most important for a hero, another may think determination to reach a goal is the key trait and so on. Encourage free discussion in order to arrive at well considered decisions.

At an appropriate point, bring the pairs together to compare notes. Then ask them which, if any, of these recommendations and traits might apply to Jesus. Can they think up more to add to the list? Should we try to develop such character traits in ourselves?

Finally,

after adequate discussion, the group might like to summarise their findings by making an 'Identikit' mini-poster, perhaps to stand on a desk or table as a reminder. It could be headed,

'How to be a Hero for God - An Identikit'

Use short phrases or single words as summaries of the statements and add suitable illustrations.

Unit 3: We are more than conquerors.....

Activity 4. A Poem* to share and think about

Loving heavenly Father
I know how easily I forget you are there
Waiting for me to ask you to
Work for me in all that happens

I'm really quick to forget
That you work for our good.

I get
Anxious
Frustrated
Angry
All because I think
I'm the one in control

Thank you for reminding me that I'm not.

Please don't let me forget.

In pairs, discuss the implication from this writing that we assume we are in control whenever we experience these or similarly troubling emotions. (ie we're on our own; we've got a right to react this way; others need to give us space/attention/understanding; we deserve sympathy; it's the other person's fault/problem/call; etc)

Pairs may like to act out a situation, selecting one of the emotions as the focus for a little story. The action should show the self-centred nature of an emotional response to the situation. Can the group suggest how remembering God is in control will change the outcome? Is there something to be learned? Is this an opportunity?



















A simple example might be anxiety shown before a job interview: The preparation has all been done but still the questions around ability persist. What if God is guiding the interview process? Would that make a difference to how the interviewee feels about it all?

Other examples could be persistently annoying reactions from friends; meeting new people; a task that just won't end or go right; plans that won't quite work out; unwanted visits, plans, meet ups, chores; situations that are scary, yet hard to avoid; etc.

* Copy this for each student using **Resources Page 4** (Poem adapted from 'Reality Bites' by Julian Hamilton pub by Kevin Mayhew Ltd 1997)

Unit 3: We are more than conquerors..... - Resources Page 1

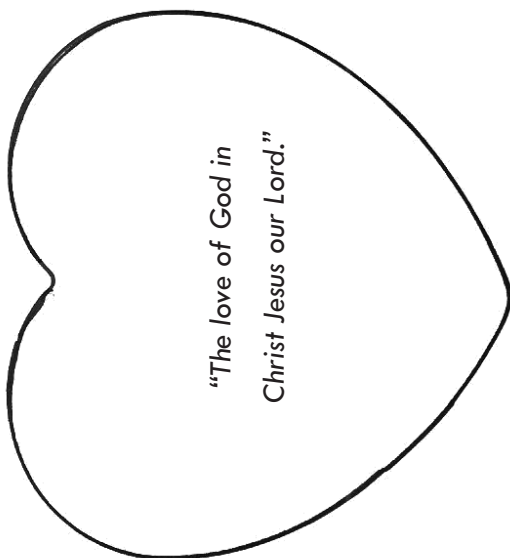
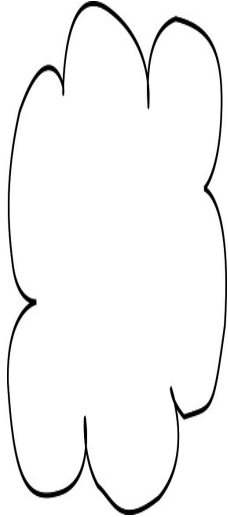
(one copy for each student)

																
	HAPPY	glad	proud	relaxed	satisfied	silly	terrific	calm	cheerful	confident	content	delighted	excited	loved	thankful	
	SAD	sorry	unhappy	unloved	withdrawn	ashamed	awful	miserable	disappointed	gloomy	discouraged	hurt	lonely			
	ANGRY	bugged	disgusted	frustrated	furious	violent	mean	mad	irritated	grumpy	destructive	annoyed	fuming			
	OTHER FEELINGS	scared	moody	embarrassed	confused	ashamed	afraid	anxious	bored	curious	jealous	responsible	shy	worried	uncomfortable	
																
																
																
																

Students can ring round any emotions which may be relevant for them to think about during the discussion and follow up activity.

Unit 3: We are more than conquerors..... - Resources Page 2

Poster (use as example or one copy for each student)



Dear God, I know I can forget really easily that you are working with all I go through. I'm really quick to forget that you work for good. I get scared, anxious, frustrated and plain angry just because I think I'm the one in control. Please keep reminding me that I am not. Please don't let me forget!

Unit 3: We are more than conquerors.....
- Resources Page 3

Seven Reasons Why we love a Good Hero	Six Recommendations for Heroes
<p>Heroes are unexpected: Not necessarily charming, muscular or over-confident but hiding in obscurity.</p>	<p>Educate yourself academically and practically.</p>
<p>Heroes are unknown, lurking in the background.</p>	<p>Learn compassion; practice loving others.</p>
<p>Heroes are ordinary.</p>	<p>Develop strong communications, powerful friendships and teamwork.</p>
<p>A person becomes a hero through adversity; conflict will draw out the courage of a hero.</p>	<p>Find inspiration; learn from the wisdom of others.</p>
<p>Heroes show up at the 11th hour.</p>	<p>Be prepared to give up something so others can be better off: time, social status, wealth, comfort, security, life.</p>
<p>Heroes face fear, acknowledging their feelings but rising above them.</p>	<p>Be determined to reach a goal no matter what.</p>
<p>Heroes fight for others: when times get tough and there is no option, they fight for those they love.</p>	

Unit 3: We are more than conquerors.....

- Resources Page 4 (one poem per student)

Loving heavenly Father
I know how easily I forget you are there
Waiting for me to ask you to
Work for me in all that happens

I'm really quick to forget
That you work for our good.

I get
Anxious
Frustrated
Angry
All because I think
I'm the one in control

Thank you for reminding me that I'm not.

Please don't let me forget.

Loving heavenly Father
I know how easily I forget you are there
Waiting for me to ask you to
Work for me in all that happens

I'm really quick to forget
That you work for our good.

I get
Anxious
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I'm the one in control

Thank you for reminding me that I'm not.

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Unit 4: 'Don't Let the World Squeeze you into its Mould!'

These activities are based on Romans 12:1-2, 9-21

To begin this unit, get the students to think about how easy it is to be influenced by others and yet how important it is to be able to decide for ourselves on the basis of what we know to be right: "Do not be conformed but be transformed..." (Romans 12:2)

Activity 1. Taste Test:

To illustrate how easy it is to have our minds changed by others.

Without the students' knowledge, prepare two bowls of crisps or jugs of juice, labelled A and B but fill them with exactly the same thing. Get the students to taste a little from each bowl or jug and then sign a sheet to say which they prefer. It is very likely that, although they won't actually be able to detect any difference between the two, they will gain confidence in making their decision once they see one of their friends decide and most will copy each other's choice! When all have had a go, reveal your secret and discuss the outcome of the experiment.

Activity 2. Ask Questions:

This is a discussion idea for encouraging students to think about dealing with peer pressure. [Unit 4 Resources Page 1](#) is a sheet to copy for each student. It offers a method to use when faced with decisions that are not easy to make.

Activity 3. Situation Cards:

Discuss how easy it is to be influenced by others. Hand out some 'Situation Cards' (from copies of [Resources Page 2](#)). Take an example, read aloud and ask, 'What would you do?' and 'Is it easier to do the right thing here than in real life?'

Either, discuss the other situations in pairs or small groups, or act them out with solutions, watch each other and discuss any real problems students may want to talk about. Alter the scenarios to something more appropriate for your situation if necessary.

Activity 4. Bible Teaching: Read together Romans 12:1-2:

"Do not conform any longer to the pattern of this world but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is - his good, pleasing and perfect will."

Look at these verses in various translations which can be found on [Resources Page 3](#). Focus on what it means to conform and also on how something can be transformed:

Conform

If you want to do something practical, you could take JB Phillips' idea of the mould and pour melted chocolate into moulds to show how something viscose or pliable can be moulded into a chosen shape. Liquid jelly or plasticine are alternatives to use. Discuss how this relates to earlier work with the 'Ask Questions' sheet.

Transform

Perhaps the obvious synonym here is 'metamorphosing'. If we want to transform ourselves to what God wants us to be, the change in us has to be as radical as that of a tadpole metamorphosing into a frog or a caterpillar into a butterfly.

There are activities relating to 'transform' on the next page.

Unit 4: 'Don't Let the World Squeeze you into its Mould!'

Activities to illustrate Transforming

Depending on the age of your students, there are several activities you could choose to do at this stage:

Activity 5. Natural Observations

of caterpillars or tadpoles, frogs and butterflies, keeping notebook evidence and drawings will give an insight into their life cycles. In addition, you could use the internet to find suitable pictures and get information to help with this.

Activity 6. Butterfly Art

to remind children of our need to be transformed to God's ways. Choose a handicraft such as Butterfly Gliders (boys especially?) Fabric Butterflies, Suncatcher Window decorations, Butterfly Mirror kits, Butterfly Stickers, etc. available from suppliers like Hobbycraft or Baker Ross (online).

Activity 7. Sculpturing:

Change a piece of clay, such as air-dry clay, available online or at a stationers such as WH Smith, into a pot or animal of your own choice. You could reference somewhere like Jeremiah 18:1-10 and Romans 9:19-21 and discuss the work of God, the potter, changing us as he sees fit.

Activity 8. A Game - What a Character:

This is to help students think about how they might change themselves. Use the faces on [Resources page 4](#) and give each player a copy. The facial expressions on the characters reveal their reactions to particular situations. Set a time limit for players to write in a few words the last sentence they think each character, might have just heard, judging by their expression. (If you prefer, ask players to choose perhaps 5 of the characters rather than all of them) Afterwards, share and discuss what effect those words appear to have had on the character.

Teaching from the game:

We need to learn that what we say and the way we say things has a direct effect on the well-being of others. In order to transform ourselves to God's way, one thing we need to do is to think about our conversations and how we can make them more positive and uplifting for others, which in turn will begin a transformation in us too.

Activity 9. Just for Fun:

For this you will need a supply of toilet rolls or junk, (such as old wrapping paper, brown paper, wallpaper, boxes, cardboard tubes, food packaging and so forth, as well as plenty of sellotape, scissors, marker pens, etc.)

The idea is to transform either one person in the group or team or a whole team together, into something completely strange and wacky. This is basically about having fun. It could make a good introduction to the subject of being transformed from within.

Unit 4: 'Don't Let the World Squeeze you into its Mould!'

- Resources Page 1 (one copy per student)

ASK QUESTIONS!

Romans 12 verse 2 says: "Do not conform any longer to the pattern of this world but be transformed by the renewing of your mind..."

OR
"Don't let the world around you squeeze you into its own mould but let God remake you so that your whole attitude of mind is changed ..."
(JB Phillips)

When you feel someone is trying to make you do or say something you're not sure about, then try asking yourself some questions before you decide what to do.

If the answer to any of these questions is 'YES', then say 'NO!'

- Is it wrong?
- Will I be upset or hurt?
- Will I upset or hurt anyone else?
- Will I be sorry afterwards?
- Will it disappoint my family?

Know POSITIVE Options:

- Suggest something else
- If the person doesn't accept, leave.

Unit 4: 'Don't Let the World Squeeze you into its Mould!' - Resources Page 2

Situation Cards

(Copy, cut up into 8 cards and distribute in pairs for discussion or role play)

Someone tells you they know something horrid about a friend of yours.

What do you do?

A friend tells you that you look awful in some new clothes you've just bought.

What do you do?

A friend tells you that another friend has been saying horrid things about you.

What do you do?

Some friends want you to help graffiti the fences in the street next to yours.

What do you do?

A friend wants you to tell his parents he was at your house after school even though he wasn't.

What do you do?

A friend tells you they stole some chocolate bars from the local shop.

What do you do?

A new student arrives in your class but the others won't let him join in any games or conversations.

What do you do?

The class bully wants you to give him your friend's mobile number and if you won't, he's threatening to hurt you.

What do you do?

Unit 4: 'Don't Let the World Squeeze you into its Mould!'

- Resources Page 3 (one copy per student)

Romans 12:1-2 in 5 Parallel Versions

New International Version - UK (NIVUK) A living sacrifice

1 Therefore, I urge you, brothers and sisters, in view of God's mercy, to offer your bodies as a living sacrifice, holy and pleasing to God – this is your true and proper worship.
2 Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is – his good, pleasing and perfect will.

English Standard Version (ESV) A Living Sacrifice

1 I appeal to you therefore, brothers, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship. 2 Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect.

New King James Version (NKJV) Living Sacrifices to God

1 I beseech you therefore, brethren, by the mercies of God, that you present your bodies a living sacrifice, holy, acceptable to God, which is your reasonable service. 2 And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God.

J.B. Phillips We have seen God's mercy and wisdom: how shall we respond?

1-2 With eyes wide open to the mercies of God, I beg you, my brothers, as an act of intelligent worship, to give him your bodies, as a living sacrifice, consecrated to him and acceptable by him. Don't let the world around you squeeze you into its own mould, but let God re-mould your minds from within, so that you may prove in practice that the plan of God for you is good, meets all his demands and moves towards the goal of true maturity.

The Message (MSG) Place Your Life Before God

1-2 So here's what I want you to do, God helping you: Take your everyday, ordinary life—your sleeping, eating, going-to-work, and walking-around life—and place it before God as an offering. Embracing what God does for you is the best thing you can do for him. Don't become so well-adjusted to your culture that you fit into it without even thinking. Instead, fix your attention on God. You'll be changed from the inside out. Readily recognize what he wants from you, and quickly respond to it. Unlike the culture around you, always dragging you down to its level of immaturity, God brings the best out of you, develops well-formed maturity in you.

Unit 4: 'Don't Let the World Squeeze you into its Mould!'
- Resources Page 4 (one copy per student)



Faces sheet.



Unit 5: Let's Praise God Together

Exploring Romans 15-16

Romans 16 lists many individuals who Paul knew and respected for particular ways in which they used their talents, so demonstrating their faith. The idea of this unit is to show that we, although young and with different abilities and talents, should learn to work together in love, in order to praise Our Heavenly Father.

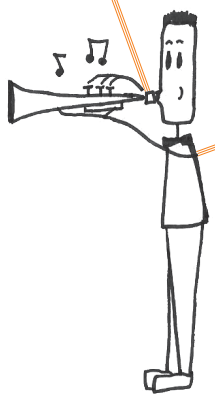




Activity 1. Introduction: What's my talent? - a Game

For this activity you will need a box and some slips of paper that include a variety of examples of skills, talents and abilities. eg music, dance, encouragement, a great smile, being friendly, caring, joyful, sense of humour, helping others, cooking, teaching, reading, writing, drawing, singing, sport, talking, listening or any other ideas of your own. You will also need some playdough, whiteboard or sheets of paper and appropriate markers.

Play the game a bit like charades but there are three ways to choose from to communicate what is on the slip of paper: acting it out, making it out of playdough or drawing it.

Explain to the players that the things written on the slips of paper are things that you would consider skills, talents, abilities, things that they might be good at. In turn, they will each need to choose a slip of paper from the box and given a time limit, say one minute, to communicate what is written by one of the three ways available. The other children must attempt to guess the 'talent' that is being drawn, constructed or acted out. As the 'talents' are guessed, place them on the table for all to see.



Explain that in Paul's day, in every ecclesia, there were individuals, real people, who had their own aspirations, interests and talents and Paul had something to say about many of them, especially in Romans 16:3-15, 21-23. Read these sections together.

Unit 5: Let's Praise God Together

Using the Bible Material

Activity 2.

To investigate the verses from Romans 16, you may want to divide them among the students so that they concentrate on one or two people and find out something special about them. You could even give them a blank body outline, such as the one on [Unit 5 Resources Page 1](#), on which they would write the name and what is said about them. These could be pegged to a 'washing line' or board as they are shared with the group. Note that all their interests and talents were being used for the good of the ecclesias. They seemed not to be insular but part of a larger brotherhood of faith. What talents do the Students think they might have? Consider how they use them in the light of what they have just discovered about the 1st Century believers. What can we learn about how we should use our talents, abilities and blessings?

Activity 3

Give everyone a fairly large amount of money to hold. There is some to print out on [Resources Page 1](#). Ask each person to decide what they would spend it on if someone really gave them this much. Write each thing on separate postits. Meanwhile, on a large piece of paper, draw a grid divided into three sections with the headings 'Spend it on others', 'Spend it on yourself' and 'Invest it'. Ask the children to work out which items fit into each of the three categories. Stick the postits on appropriately.

Pose the question: Supposing someone in your family gave you this money and said that you must return it to them in a year, what would you do with the money?



Matthew 25:14-30

Jesus told a parable about some people who faced this exact situation. Before their master went away on a long trip, he gave each of his servants a different sum of money to look after while he was gone. They had to make a very important decision: What were they going to do with the money that they had been trusted to look after?

Read together the passage. Then, invite some students to play the 'Master' and 'Servant' roles, as you re-read the verses. Get them to make the most of their characters as they mime the actions and reactions. Afterwards, explore the following by talking in pairs and then feeding back to the whole group:

- *What stood out for you in this parable?*
- *What did you like about this parable?*
- *What did you dislike?*
- *Was there anything that you thought was unfair? Why?*
- *What was Jesus trying to teach?*
- *Can you see yourself in this parable?*

Unit 5: Let's Praise God Together

Activity 4.

In Romans 15, Paul explains how believers should work together in a spirit of unity, accepting one another, in order to glorify God.

Read together the Biblical material. Older students might be able to work in pairs to summarise a verse each. Alternatively, the leader could pick out the key ideas from the verses, as follows:

Verse 4: Encouragement from Scripture brings hope.

Verse 5: Be united.

Verse 6: Glorify or Honour God.

Verse 7: Accept one another.

Put these key phrases on cards and get pairs of students to match the right phrase to the correct verse. Check for understanding.

Some games to reinforce Romans 15: 4-7

Musical Knees

You need:

Music

A chair for each player, less one.

Preparation: Set the chairs out in a line, facing alternate directions, or set them in a circle, seats facing outwards.

To play:

The whole group stands in a circle around the chairs. When the music starts they move round the chairs; when it stops, everyone tries to sit down: Everyone must sit down, so if there is no chair, they must sit on someone's knee. Continue to play, removing one chair each time until the whole group has to sit on each other's knees!

Teaching:

Players had to work together and help each other.



Caterpillar Race

No equipment needed.

To Play: Divide the players into two teams.

The team members sit in a line, one in front of the other. They put their feet over the shoulders of the person in front and raise themselves off the ground on their hands. When both 'caterpillars' are assembled, they race across the room!

Teaching: Individual ability is less important than working together to achieve success.



Circle Sitting

No equipment needed.

To Play: Everyone stands in a tight circle, all facing the back of the next person.

Everyone must now sit down - on the knees of the person behind them!

Next, try giving them some instructions, such as 'Stand up! Turn round! Sit! '

Teaching:

In order to achieve any of these positions, there must be co-operation between players. Nobody is more important than any one else.



Escalating Three-legged Race

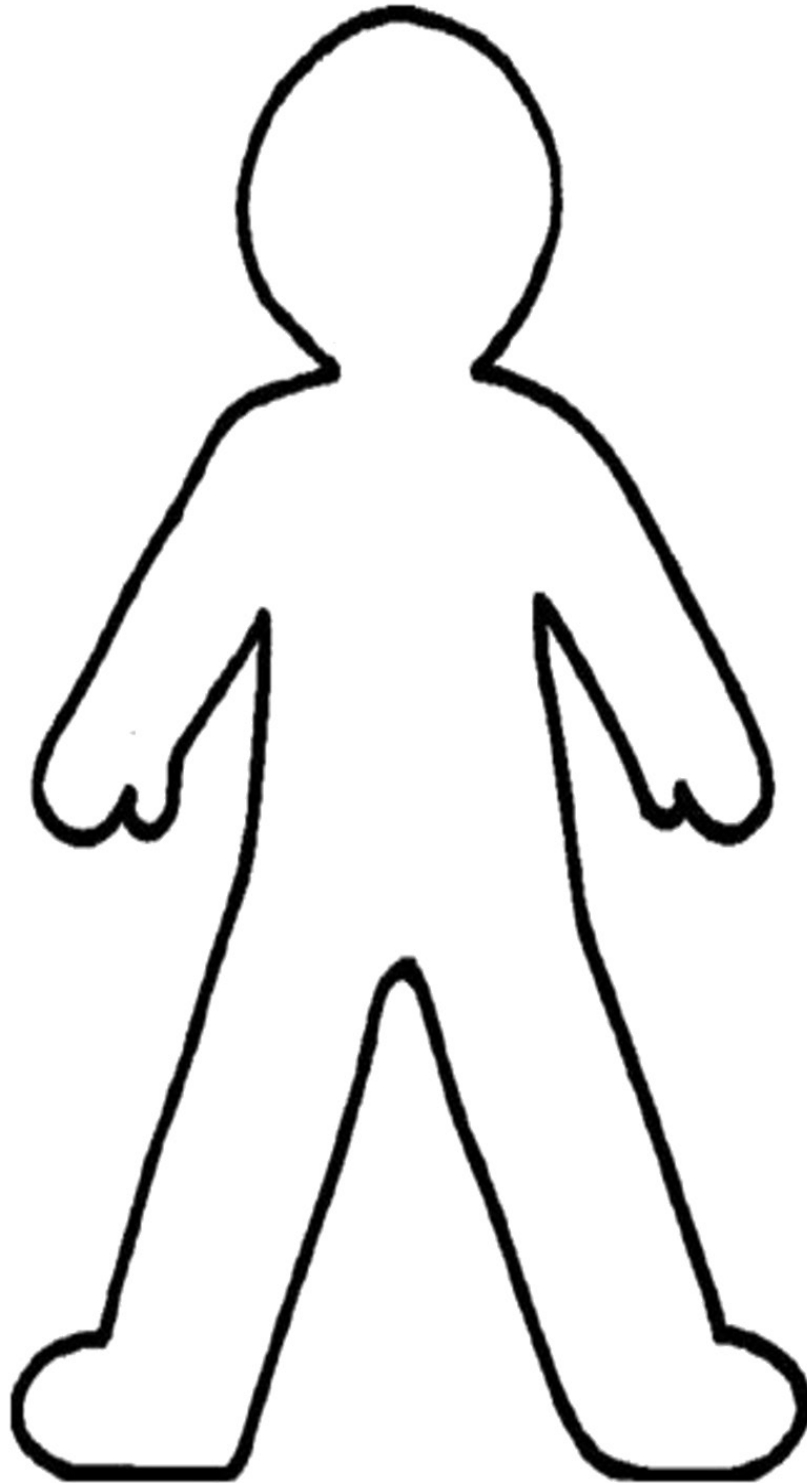
You need: a supply of scarves or ties to tie legs together at the ankles.

To Play:

Form 2 teams. The race begins with two pairs from each team tied together and racing across the space and back. When they get back, add another player, to make a four-legged race. Continue until all the team runs together, legs tied!!



Unit 5: Let's Praise God Together
- Resources Page 1 (one copy per student)



Unit 5: Let's Praise God Together - Resources Page 2

